DOCUMENT RESUME

ED 159 855 EC 112 283

AUTHOR Geddes, Dolores M.; Summerfield, Liane
TITLE Physical Education and Recreation for Individuals with Multiple Handicapping Conditions: References and Resources. Revised.
INSTITUTION American Alliance for Health, Physical Education, and Recreation, Washington, D.C. Information and Research Utilization Center.
PUB DATE Jan 78
NOTE 43p.
AVAILABLE FROM American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($2.50)

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS *Adapted Physical Education; *Annotated Bibliographies; *Audiovisual Aids; Blind; *Cerebral Palsy; *Deaf Blind; Mentally Handicapped; *Multiply Handicapped; Periodicals; Physical Development; Physical Education; Physically Handicapped; Recreation; Resource Guides; Severely Handicapped; Visually Handicapped

ABSTRACT

The resource guide on physical education and recreation for the multiply handicapped contains 161 bibliographic references, descriptions of 35 audio visual aids, and listings of other resources. Divided into sections for the cerebral palsied, deaf-blind, multiply handicapped blind, multiply handicapped deaf, and other handicapping conditions, the bibliography contains entries which often include annotations, as well as, authors, titles, and publication data. Sources for films, records, cassettes, videotapes, and 10 1/2 hour programs for television broadcasting are contained in the audiovisual part of the book. Listed are general contact sources, specific resources on deaf blindness, and program listings for the multiply handicapped. Periodicals containing articles relevent to physical education and motor development for the handicapped are indicated. (BP)

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PHYSICAL EDUCATION AND RECREATION FOR INDIVIDUALS WITH MULTIPLE HANDICAPPING CONDITIONS: REFERENCES AND RESOURCES

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ACKNOWLEDGEMENTS

This publication was originally prepared by Dolores M. Geddes, former Research Associate in Physical Education and Recreation for the Handicapped: Information and Research Utilization Center (IRUC), AAHPER. (Dr. Geddes is now Associate Professor of Physical Education at the University of Southern California in Los Angeles.) Under the direction of Liane Summerfield, Information Materials Assistant, AAHPER/IRUC, this publication has been revised to include up-to-date information on physical education and recreation for individuals with multiple handicapping conditions.

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EXPLANATION OF SYMBOLS USED IN LIST OF REFERENCES

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PART ONE: LIST OF REFERENCES

Cerebral Palsied

+1. Adams, Ronald. "Adapted Table Tennis for the Physically Handicapped." Journal of Health, Physical Education and Recreation 39:9: 79-80; November/December 1968.

A description of rules, regulations, equipment and modifications for table tennis is presented. A brief discussion on special considerations for cerebral palsied participants is included.

2. Ball, Thomas S., et al. "Automated Range of Motion Training with Two Cerebral Palsied Retarded Young Men." Mental Retardation 15:4: 47-50; August 1977.

An automated procedure for range of motion training involving use of a goniometer was tried with two cerebral palsied retarded young men. Extension or flexion of a limb closed an electric circuit that activated a radio, providing reinforcement.

3. Banham, Katharine M. "Progress in Motor Development of Retarded Cerebral Palsied Infants." Rehabilitation Literature 37:1: 13-14; January 1976.

Retarded and nonretarded cerebral palsied infants and preschoolers were compared as to motor development. All showed slow progress in motor development. Maturity level of play interests was found more positively related to mental than motor development.

4. _____. "Activity Level of Retarded Cerebral Palsied Children." Exceptional Children 38:8: 641-642; 1972.

5. Berke, M. M. "Some Factors in the Perceptual Deviations of Cerebral Palsied Children." Cerebral Palsy Review 15: 3-4; 1954.

+6. Bond, Gregory. "An Adapted Surfing Device." Journal of Physical Education and Recreation 46:7: 57-58; September 1975.

Author designed a body surfing device for use by individuals with hand or arm impairments. The device was successfully used by cerebral palsied and post polio persons and amputees.

7. Brown, A. "Review: Physical Fitness and Cerebral Palsy." Child: Care, Health and Development (Blackwell Scientific Publications Ltd., Osney Mead, Oxford OX2 OEL, England) 1:2: 143; March-April 1975.

+8. Clark, Ray E. "Competitive Sports for Cerebral Palsied." IRUC Briefings 3:1: 1,5; October 1977.

The Second Midwest Region Cerebral Palsy Games involved cerebral palsied athletes in track and field, swimming, weight lifting, bowling, archery, and other events. The classification system used for participants is described.

+9. Cousens, Chris. "Adapted Sports and Recreation for the Handicapped Child." Journal of Health, Physical Education, and Recreation 43: 9: 53-54; November/December 1972.

Therapeutic activities are provided for moderately and severely cerebral palsied children in the physical education program at Metheny School in Peapack, New Jersey. Activities described are football, volleyball, bean bag games, relay races, bowling, direction games, wrestling and hockey.

10. Cowart, Jim. "Angling, Archery, and Ping Pong for the Disabled." Pointer 19:2: 142-145; Winter 1974.

Described and illustrated are modifications of angling, archery, and ping pong equipment for persons with cerebral palsy.

11. Denhoff, Eric. "Cerebral Palsy: Medical Aspects." Cerebral Palsy: Its Individual and Community Problems. New York: Syracuse University Press, 1966.

12. Finnie, Nancie R. Handling the Young Cerebral Palsied Child at Home. New York: E. P. Dutton and Co., Inc., 1970.

This book deals with cerebral palsied infants and young children up to five years of age and is primarily aimed toward parents or others who assist and teach these youngsters. The book includes sections on activities of daily living, movement skills, self-help competencies and play activities.

+13. Grosse, Susan J., and Darwin Stover. "Wrestling for the Handicapped: A Cooperative Program." Journal of Health, Physical Education, and Recreation 45:5: 41-42; May 1974.

Describes a wrestling program for older boys enrolled in a special school in Milwaukee. Participants had varying handicapping conditions: cerebral palsy, muscular dystrophy, hearing problems, visual difficulties, mental retardation, and learning disabilities.

14. Huberman, Gershon. "Organized Sports Activities with Cerebral Palsied Adolescents." Rehabilitation Literature 37:4: 103-106, 128; April 1976.

Proposes a blueprint for International Games for the cerebral palsied, based on individual pentathlon, which encourages all-around fitness training, agility, endurance, strength, speed, and coordination.

15. Irwin-Carruthers, S. H., and W. E. Richardson. "A Preliminary Investigation into Sport for the Cerebral Palsied School Child." South African Cerebral Palsy Journal (National Council for the Care of Cripples in South Africa, Box 10173, Johannesburg 2000, South Africa) 20:1: 21-25; March 1976.

Author believes it is possible to devise competitive sport activities for cerebral palsied participants with the use of a few simple aids. Suggests suitable sports activities, adaptations, and a scoring system based on an individual standard of achievement.

+16. Jessen, Larry. "Outward Bound for the Handicapped." Journal of Physical Education and Recreation 47:5: 54; May 1976.

Three cerebral palsied adults were among handicapped persons who participated in a seven-day Outward Bound course. Activities included rock climbing, rappelling, and a solo camp-out.

17. Kuhlthau, Linda. "Equitation for the Cerebral Palsied: The Advantages of Using the Western Saddle." Interclinic Information Bulletin 11:8: 9-12; May 1972.

Describes how a spastic cerebral palsied person can be a functional horseback rider when a western saddle is used that enables him to sit independently and use muscles of his lower extremeties. Mounting, dismounting, and seating skills are illustrated by photographs in which the rider uses a western saddle.

*18. Losleben, Jeanne, et al. Sensory Integration and Motor Planning Activities for Handicapped Children. Las Cruces, New Mexico: New Mexico State University, n.d. 15 pp. (ED 108 450)

Suggests activities that parents can use at home to improve sensory motor integration of children with cerebral palsy or other physical or mental handicaps.

19. Marx, Marion. "Clinical Reports: Integrating Physical Therapy into a Cerebral Palsy Early Education Program." Physical Therapy 53:5: 512-513; May 1973.

This article discusses the early childhood education program of United Cerebral Palsy of Manhattan. The program integrates therapy and early education for three to six year old children with severe cerebral palsy.

20. McCann, Cairbre. "Sports Activities for the Cerebral Palsied: Where Do They Fit In?" Sports 'n Spokes 2:3: 19-20; September-October 1976.

Describes a classification system for cerebral palsied participants used at a Springfield (Massachusetts) College sports meet in 1976. Fair grouping leads to better competition.

*21. Miller, John M., Jr. Early Education of the Multi-Handicapped Child. New York: United Cerebral Palsy of New York City, Inc., 1971. (ED 072 572)

The report describes a demonstration program in early education for multiply handicapped preschool children carried on by United Cerebral Palsy of New York City (UCP) in cooperation with Bureau of Education for the Handicapped. Reviewed are project objectives, home and family involvement, staff team, physical development program, nutrition, a special device for toilet training, facility's floor plan, general learning guidelines, demonstration aspects of the project, and learning that takes place on the school bus.

22. Nigro, Giovanna. Recreation and Adult Education. New York: United Cerebral Palsy Associations, Inc. (66 East 34th Street, 10016), n.d.

Author delivered this presentation at the International Conference on Models of Service for the Multi-Handicapped Adult, in October 1973. The discussion centers upon many aspects of services for the multi-handicapped, including physical and recreational activity programing.

23. O'Brien, Patricia A. The Effects of a Swimming Program on the Isometric Strength and Flexibility of Mildly Spastic Cerebral Palsied Children. Masters thesis. University Park, Pennsylvania: The Pennsylvania State University (16802), November 1975.

24. O'Brien, Sylvia B. More Than Fun: A Handbook of Recreational Programming for Children and Adults with Cerebral Palsy. New York: United Cerebral Palsy Associations, Inc. (66 East 34th Street, 10016), n.d.

Reviews in detail a planned and organized recreation program for individuals with cerebral palsy. Recreational activities are described.

25. Physical Education and Recreation for Cerebral Palsied Individuals. Washington, D. C.: American Alliance for Health, Physical Education, and Recreation (1201 16th Street, N. W., 20036), 1976. 128 pp.

Deals with information and resources in physical education and recreation for cerebral palsied persons. Covers such topics as nature and causes of the condition, music, art, dance, and recreational activities.

26. Richardson, Anne, and Alison Wisbeach. I Can Use My Hands. London E1 7RW, England: Toy Libraries Association (10 Gunthorpe Street), 1976. 20 pp. 40 pence (70¢).

Two occupational therapists suggest numerous toys and activities that aid in development of hand function. Several ideas for cerebral palsied children are included.

+27. Ruggia, Sally W. The Severely Physically Handicapped Child Can Do It--How to in Music, Art, Gross Motor Activities and Concept Building Experiences. Presentation to International Council for Exceptional Children Convention, April 5, 1976. 12 pp. (IRUC Order #564)

Educational therapy for cerebral palsied, spina bifida, speech impaired, and children with other impairments at the Dallas Society for Crippled Children is typical of early childhood education. This paper describes techniques in adapting music, art, gross motor activities, cooking, gardening, and field trips.

+28. Schleichkorn, Jacob S., and Frank Sirianni. "Tournament Bowling: An Activity for the Handicapped." Journal of Health, Physical Education, and Recreation 43:9; November/December 1972.

Information is presented on United Cerebral Palsy bowling tournaments. Regulations and rules for conducting these events are described.

29. Snelling, Raymond. A Physical Education Supplement to Physical Therapy for Elementary Students with Cerebral Palsy. Masters thesis. Mankato, Minnesota: Mankato State University (56001), 1976. 55 pp.

30. Thompson, Morton. Recreation for the Homebound Person with Cerebral Palsy. New York: United Cerebral Palsy Associations, Inc. (66 East 34th Street, 10016), n.d.

This book focuses on providing recreational activities for the homebound cerebral palsied person. The discussion includes suggestions for various activities and special considerations due to different handicapping conditions.

31. Truppi, Ann Marie. "Movement Sessions with Cerebral Palsy Adults." Programs for the Handicapped 77:1: 15; March 25, 1977.

Author describes techniques used in her dance/movement therapy program for cerebral palsied adults. Objectives of the program include development of flexibility, range of motion, muscle control, and self-expression.

32. United Cerebral Palsy Associations, Inc. The Second Milestone: A Conference on Life Enrichment Needs of Persons with Multiple Handicaps Who are Socially and Culturally Deprived. New York: The Association (66 East 34th Street, 10016), 1970.

Conference proceedings include programs to aid non-employable cerebral palsied teenagers and adults. Sections include summaries of workshop findings on physical care, education, recreation, and social/emotional factors; position papers on medical needs, status of handicapped in society, communication/perceptual disorders and emotional/psychological factors; and other appendices.

33. _____. Realistic Educational Planning for Children with Cerebral Palsy--Pre-School Level. New York: The Association (66 East 34th Street, 10016), n.d.

Information on planned pre-school experiences for cerebral palsied and multihandicapped children are included in this booklet. Social, emotional, mental, and physical development and appropriate activities are presented.

34. Wallman, A., and L. Cook. "Results of Ayres-Based Treatment with Cerebral Palsied Children at Sir James Mitchell Spastic Centre, Perth, Western Australia." Australian Occupational Therapy Journal 23:2: 58-61; April-June 1976.

Twelve cerebral palsied children with sensory-motor integration problems wers studied to assess effectiveness of an Ayres program. All showed improvement after six months of treatment, suggesting that sensory-integrative therapy does have value in treating such children.

35. Wildman, Peggy Riggs. "A Parent Education Program for Parents of Cerebral Palsied Children." Cerebral Palsy Journal 28:1: 9-14; January/February 1967.

    Describes a course outline for an education program for parents of cerebral palsied children. Recreational activities are also included.

Deaf-Blind

36. American Foundation for the Blind. The Preschool Deaf-Blind Child. New York, New York: The Foundation (15 West 16th Street, 10011), 1969.

*37. Baud, Hank, and Jeff Garrett, eds. Innovative and Experimental Happenings in Deaf-Blind Education. Raleigh, North Carolina: State Department of Public Instruction, December 1974. 124 pp. (ED 116 397)

    Various topics concerning deaf-blind children are covered in this series of workshop presentations: adapted physical education, summer camping, curriculum development, parent involvement, and rural services.

38. Bettica, Louis J. "Recreation for the Deaf-Blind." The Home Teacher, 1955.

39. Blea, William A., and Robert Hobron. Literature on the Deaf-Blind: An Annotated Bibliography. Sacramento, California: Southwestern Region Deaf-Blind Center (721 Capitol Mall, 95814), 1976. 20 pp. $20.00.

40. Bosch, Van J. J. A. Rhythm Program for Non-Verbal Deaf-Blind Children: A Physical Approach. Boston University Teacher Training Class, Deaf-Blind Program. Watertown, Massachusetts: Perkins School for the Blind (02172), 1969.

+41. Brannan, Steve A., editor. Our New Challenge: Recreation for the Deaf-Blind. Seattle, Washington: Northwest Regional Center for Deaf-Blind Children, Community Services Division, Department of Social and Health Services (3411 South Alaska, 98118), July 1975. 175 pp. (IRUC Order No. 213; also available in reduced copy for $9.00)

    Approximately twenty papers are included in these proceedings of a 1975 conference. Areas such as music and rhythms, community support, outdoor learning, sports, swimming, and resources are covered.

42. Calvert, Donald R., et al. "Experience with Preschool Deaf-Blind Children." Exceptional Children 38:5: 415-421; 1972.

43. Caputo, Kathleen M. The Dance: A Proposal of Its Valuable Function in the Education of Handicapped Children. Boston University Teacher Training Class, Deaf-Blind Program. Watertown, Massachusetts: Perkins School for the Blind (02172), 1966. (Film accompanies paper)

44. Carper, Ellie M. "Media Utilization and the Multi-Handicapped Deaf." Journal of Rehabilitation of the Deaf 6: 2; 1972.

45. Cochran, M. "Kinaesthesia and the Piano." Australian Journal of Psychology and Philosophy. vol. 8, 1930.

Discusses the value of the kinesthetic sense in giving deaf-blind persons an understanding and appreciation of rhythm. Helen Keller and Helen Uty Martin, the deaf-blind pianist, are given as examples.

46. Cornacchia, Theresa, and Lorraine Spenciner. "Camp Program for Pre-school Children with Auditory and Audiovisual Handicaps." Education of the Visually Handicapped 1:3: 88-89; 1969.

*47. Curtis, W. Scott, and Edward T. Donlon. An Analysis of Evaluation Procedures, Disability Types, and Recommended Treatments for 100 Deaf-Blind Children. (ED 043 151)

*48. Curtis, W. Scott, et al. Deaf Blind Children: Evaluating Their Multiple Handicaps. (ED 044 895)

49. Dantona, Robert, and Peter J. Salmon. "The Current Status of Services for Deaf-Blind Persons." The New Outlook for the Blind 66:3: 65-70; 1972.

Reviews services provided by regional centers for deaf-blind children and the national center for deaf-blind youths and adults. A directory of names and addresses for these contacts and the geographic area served by each is listed.

50. "Deaf-Blind in Special Olympics." Children of the Silent Night, p. 2; July 1975.

Reports on participation of deaf-blind children in a district meet of Special Olympics in Alabama.

51. Esche, Jeanne, and Carol Griffin. "A Handbook for Parents of Deaf Blind Children." Rehabilitation Teacher 3:8: 3-22; 1971.

52. "Evaluation of a Communication Device for Deaf-Blind Persons." The New Outlook for the Blind 66: 1; January 1972.

53. "Exercises Help Improve Mobility Skills." Nat-Cent News 7:1: 47-49; October 1976.

The Dallas County Association Lighthouse for the Blind sponsors a mobility training program for blind and deaf-blind persons. Physical therapy and individual exercise are components of the program.

54. Ficociello, Carmella. After School Needs of Deaf-Blind and Other Multihandicapped Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), December 1974.

These workshop proceedings discuss sensory stimulation and recreation, as well as describing materials and how to use them in working with deaf-blind children.

55. Ficociello, Carmella, and Dale Rudin. Movin' and Groovin': A Program for the Development of Auditory-Motor Integration. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), 1973.

    Fifty-five auditory-motor activities are described in terms of objectives, materials used, and directions for conducting each.

56. Friedlander, Bernard Z., and Marcia S. Knight. Abstract-Systematic Studies of Stimulus Sensitivity in Deaf-Blind Preschool Children. Watertown, Massachusetts: Perkins School for the Blind (02172), August 1971.

57. Gentile, Patrick. "Recreation for the Deaf-Blind." Nat-Cent News 8:1: 36-38; October 1977.

    Recreation coordinator at the Helen Keller National Center stresses the deaf-blind person's need for social interaction and recreation activities.

58. George Peabody College for Teachers. Recipes for Homemade Materials and Activities for Deaf-Blind Children. Dallas Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), 1974.

    Recipes for nineteen activities, such as match and sort, small-medium-and large, and clothespin fun, are provided in this paper.

59. Green Linda. A Primer of Activities for Deaf-Blind Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), 1976. 112 pp.

    Outlines activities, their purposes, and equipment needed in the following areas: gross motor/fine motor assimilation, body image development, tactile-kinesthetic internalization, auditory/visual internalization, language development, perception, daily living, and recreation and games.

60. Guldager, Virginia. Body Image and the Severely Handicapped Rubella Child. Publication No. 27. Watertown, Massachusetts: Perkins School for the Blind (02172), 1970.

*61. Hatlen, Philip. Proceedings of a Special Study Institute: Conference for Teachers of Deaf-Blind Children. (ED 051 615)

62. Hayes, Gene A. "Introducing Deaf-Blind Individuals to Recreation." Journal of Leisurability 4:3: 32-38; July 1977.

Definition, incidence, and characteristics of deaf-blind children are presented. Recreation's role in rehabilitating deaf-blind individuals is discussed.

63. Hayes, Gordon. Teaching the Deaf-Blind to Wrestle. Watertown, Massachusetts: Perkins School for the Blind (02172), 1953.

64. Howe, Eleanor. Play Program for a Deaf-Blind Baby from Infancy Through Three Years Old. Boston University Teacher Training Class, Deaf Blind Program. Watertown, Massachusetts: Perkins School for the Blind (02172), 1964.

65. Jensen, Marcia. Handbook of Arts and Crafts Projects for Deaf-Blind Children. Boston University Teacher Training Class. Watertown, Massachusetts: Perkins School for the Blind (02172), 1970.

+66. Lange, Ernest K. Adapted Physical Education for Deaf-Blind Children. Boone, North Carolina: Appalachian State University (28607), n.d. 18 pp. (IRUC Order No. 353)

Values of physical activity for deaf-blind children are discussed. In addition, author suggests specific activities for an adapted physical education program.

67. Lessard, Kevin. Some Thought on Mobility for Deaf-Blind. Watertown, Massachusetts: Perkins School for the Blind (02172), April 1973.

68. Lodi, Robin. Swimming Program for Deaf-Blind Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), n.d.

Discusses why deaf-blind children should learn to swim and demonstrates possible learning sequences.

+69. Lyall, J., et al. Manual for the Deaf-Blind Program and Ability Screening Test. Ellisville, Mississippi: Mississippi Deaf-Blind Evaluation Center, Ellisville State School, 1972. 23 pp. (IRUC Order No. 172; also available in reduced copy for $1.30)

This test is a screening instrument for placing deaf-blind children into training categories.

70. A Manual for Assessment and Training of Severely Multiply Handicapped Deaf-Blind Students. Southbury, Connecticut: Southbury Training School (06488), 1976.

Assessment instruments and sequential training guidelines for deaf-blind and low functioning multiply handicapped students are presented in this manual. Areas covered include self-help, gross and fine motor development, movement through space, and sensory training.

71. Mariani, Mary Ann. Motor Development: Mini-Workshop Proceedings. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), March 1974.

These are proceedings of a workshop held at Pinecrest State School (Pineville, Louisiana), including motor activities for ambulatory and non-ambulatory deaf-blind children.

72. Maron, Sheldon. Developmental Sequences of Perceptual-Motor Skills as a Basis for a Physical Education Program for Deaf-Blind Children. Boston University Teacher Training Class, Deaf-Blind Program. Watertown, Massachusetts: Perkins School for the Blind (02172), 1968.

*73. Michigan School for the Blind. Environmental Programming for the Deaf-Blind. Lansing: Michigan School for the Blind, 1972. (ED 069 057)

Proceedings of an environmental program workshop on deaf-blind individuals at which principles, techniques and examples of behavior modification were discussed and demonstrated.

*74. Moriarty, Donald F., editor, et al. Diagnosis and Evaluation of Deaf Blind Children: Report of Workshop Proceedings. Denver: Colorado State Department of Education, Mountain-Plains Regional Center for Services to Deaf-Blind Children, 1972. (ED 072 569)

Papers from Workshop on Diagnosis and Evaluation of deaf-blind children focus upon roles of various professionals who may be involved with deaf-blind children at the diagnostic stage.

+75. Nesbitt, John. Play, Recreation, and Leisure for People Who Are Deaf-Blind. Iowa City, Iowa: Recreation Education Program, University of Iowa (52242), 1975. 48 pp. (IRUC Order No. 562)

Presents fifty brief articles on activities, play, camping, hobbies, sports, leisure education, and other areas for deaf-blind people; based on a National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults.

+76. Nesbitt, John A., and Gordon K. Howard, editors. Program Development in Recreation Service for the Deaf-Blind. Iowa City, Iowa: University of Iowa (Recreation Education Program), 1974. 462 pp. (IRUC Order No. 1161; also available in reduced copy for $23.10)

Chapters deal with such topics as rationale for recreation with the deaf-blind, specific programs, such as gardening, motor skills, and swimming, and activity areas, including camping, arts and crafts, music, physical activities, and sports.

77. Nugent, Clare M. The Implications of Play for the Deaf-Blind Child in Terms of Growth and Evaluation. Watertown, Massachusetts: Research Library, Perkins School for the Blind (02172), 1970.

78. Salmon, Peter J. "New Directions for the Deaf-Blind." Human Needs 1:7: 18-21; January 1973.

79. Smithdas, Robert J. "Training the Deaf-Blind Child." American Journal of Occupational Therapy 31:7: 425-431; August 1977.

Reviews literature dealing with the etiology of deaf-blindness and treatment difficulties. Two occupational therapy programs are described, including activities of daily living, play and perceptual motor activities.

80. Smoot, Joyce. Play Materials and Activities: Stimulate Motor and Tactual Development in the Pre-School Deaf-Blind Program. Boston University Teacher Training Class, Deaf-Blind Program. Watertown, Massachusetts: Perkins School for the Blind (02172), 1970.

81. Spar, Harry J. "What the Future May Hold for the Deaf-Blind Child." The New Outlook for the Blind 6: 10; December 1972.

*82. Starkovich, Paul. Two-Year Study of Northwest Regional Center's Summer Sessions for Preschool Rubella, Deaf-Blind Children. Final Report. Vancouver, Washington: Northwest Regional Center for Deaf-Blind Children, 1972. (ED 072 575)

Report describes Summer Sessions for Preschool Rubella, Deaf-Blind Children conducted in 1970 and 1971 by the Northwest Regional Center for Deaf-Blind Children in Vancouver, Washington. Summer programs were primarily designed to evaluate preschool deaf-blind children in learning and living situations. Described are program objectives and learning station concept upon which program was based. Detailed are methods of description and evaluation utilized as well as the process of forming recommendations for children.

83. Stein, Laszlo K., and Mary Briggs Green. "Problems in Managing the Young Deaf-Blind Child." Exceptional Children 38:6: 481-484; 1972.

+84. Stensrud, Carol. Jungle Fun: Recreation for the Deaf-Blind Child. Paper prepared for the Graduate School, University of Iowa Recreation Education Program, n.d. 10 pp. (IRUC Order No. 379)

Reviews recreational activities that were found successful in a summer program for deaf-blind children.

85. Stone, Cynthia. Development of Gross Motor Activities for Ambulatory Deaf-Blind Children. Paper presented at Utah-Wyoming Parent Conference, April 25-26, 1974. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), n.d.

Discusses factors involved in the normal development of the movement repertoire and the motor base for learning. Body image, environmental space, and certain basic skills need to be considered in planning gross motor activities.

86. Stone, Cynthia. Developmental Exercises for Non-Ambulatory Deaf-Blind Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), n.d.

    This paper was presented at a Motor Development Workshop, Pinecrest State School (Pineville, Louisiana). Author discusses the importance of the trunk in movement and position, motor bases for learning, and components of gross motor performance (body awareness, motor planning, balance, agility, and physical fitness).

87. Thomas, Janice K. Recreation via Motor Education. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), n.d.

    A recreation therapist presents her ideas on how recreation and motor education can be accomplished with deaf-blind children in ways that are fun and therapeutic.

88. Valentine, Tom. The Use of the Trampoline in Developing a Gross Motor Program for Ambulatory Deaf-Blind Children. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), 1974.

    Describes three steps to set up a gross motor program using the trampoline: observation of child's movement pattern; goals for the child; methods to meet goals.

89. van Uden, A. Principles and Practices of a Cybernetical Approach to the Physical Education of the Pre-Lingually Deaf Child. Dallas, Texas: South Central Regional Center for Services to Deaf-Blind Children (University of Texas, Callier Center for Communication Disorders, 1966 Inwood Road, 75235), n.d.

    Discusses the motor feedback process as the beginning step in development of sound perception.

90. Wiehn, Virginia. "An Early Childhood Education Program for Deaf-Blind Children." The New Outlook for the Blind 64:10: 313-316; 1970.

91. Zimmerman, Michael. Music Program for Deaf-Blind Children Utilizing Orff Schulwek Plus a Tape. Boston University Teacher Training Class, Deaf-Blind Program. Watertown, Massachusetts: Perkins School for the Blind (02172), 1970.

Multiple Handicapped Blind

92. "An Approach to Multiply Handicapped Blind Persons Through Physical Education." The New Outlook for the Blind 60:7: 218; September 1966.

93. Bentzen, Billie Louise. "Transfer of Learning From School Setting to Life Style in a Rehabilitation Program for Multiply Handicapped Blind Persons." The New Outlook for the Blind 67:7: 297-300; September 1973.

94. Blanchard, Irene, and Frankie Goodson. "Manipulation Therapy for Retarded Blind Children." Education for the Visually Handicapped 1:3: 86-88; 1969.

95. Bluhm, Donna L. Teaching the Retarded Visually Handicapped: Indeed They are Children. Philadelphia: W. B. Saunders Company (West Washington Square, 19105), 1968.

Guidelines for a program of instruction with individual teaching for retarded blind children are provided. Areas covered are living skills, handwork, learning through music, reading readiness, recognition of the Braille alphabet, mathematics, science, social studies, self-expression and creativity, recreation, and suggested poetry and songs.

96. Cleland, Charles C., and Jon D. Swartz. "The Blind Retardate: Three Program Suggestions." Training School Bulletin 67:3: 172-177; 1970.

Three program suggestions to enhance enjoyment and promote learning in the blind educable mentally handicapped child are made. Adaptions of games (Hide and Seek) to promote later adult adjustment, music's role in the socialization of the blind retardate, and ideas gathered from the blind themselves are discussed.

97. _____. "Training Activities for the Mentally Retarded Blind." Education of the Visually Handicapped 2:3: 73-75; October 1970.

Selected training activities for mentally retarded blind persons are described including fishing, games involving sense of smell, and emotional experiences of simulation to evoke sensations of awe and grandeur.

98. Curren, Elizabeth A. "Teaching Water Safety Skills to Blind Multi-Handicapped Children." Education of the Visually Handicapped 3:1: 29-32; March 1971.

A swimming program for multiply handicapped blind children is detailed. The stated objective is to encourage freedom of movement and develop needed muscle control. Each child was assisted individually, and allowed to develop and proceed at his own rate. Descriptions of water orientation and adjustment and problems dealing with physical limitations are cited.

99. Davidow, Mae E. "A Study of Instructional Techniques for Development of Retarded Blind Children." International Journal for Education of the Blind. December 1962.

*100. Ellis, Ronald S. Summer Pre-Placement Program for Severely Multihandicapped Blind Children. Summer 1975. Evaluation Report. Brooklyn, New York: New York City Board of Education, Office of Educational Evaluation, 1975. 33 pp. (ED 136 488)

Provided individualized programs for improving performance of multihandicapped blind children in communication skills, perceptual and psychomotor training, social development, and other areas. Findings indicated that, although children did not improve the desired amount, no participant decreased in terms of areas under consideration.

101. Frampton, Merle E., et al. Forgotten Children: A Program for the Multihandicapped. Boston, Massachusetts: Porter Sargent (11 Beacon Street, 02108), 1969.

In a cerebral palsy-blind experimental school unit for day and residential care, a staff of thirteen served thirty children in six years with twelve to seventeen children each year. All but six children progressed. The children were taught how to play and use their leisure time to establish interaction with the world; personality was also developed by use of any creative ability. Case studies are provided of one child and of four older girls.

102. Graham, M. D. Multiply-Impaired Blind Children: A National Problem. New York, New York: American Foundation for the Blind (15 West 16th Street, 10011), 1968.

103. Hart, Verna. "The Blind Child Who Functions on a Retarded Level: The Challenge for Teacher Preparation." The New Outlook for the Blind 63:10: 318-321; 1969.

104. "The Importance of Motor Development and Mobility Skills for the Institutionalized Blind Mentally Retarded." The New Outlook for the Blind 63:10: 312-317; 1969.

*105. An Introduction to Development of Curriculum for Educable Mentally Retarded Visually Handicapped Adolescents. (ED 026 785)

106. Johnson, Gil, and Dean Tuttle. "Education and Habilitation of Multiply Handicapped Blind Youth." The New Outlook for the Blind 65:2: 56-61; 1971.

107. Johnston, Benjamin C. "Total Life Rehabilitation for the Mentally Retarded Blind Person." The New Outlook for the Blind 65:10: 331-336; 1971.

108. Johnston, Benjamin C., and Michael C. Corbett. "Orientation and Mobility Instruction for Blind Individuals Functioning on a Retarded Level." The New Outlook for the Blind 67:1: 27-31; January 1973.

109. Larsen, Lawrence A. "Behavior Modification with the Multihandicapped." The New Outlook for the Blind 64:1: 6-15; 1970.

110. McClennen, Sandra. "Teaching Techniques for Institutionalized Blind Retarded Children." The New Outlook for the Blind 63:10: 322-325; 1969.

111. Rogow, Sally M. "The Nonverbal Blind Child." The New Outlook for the Blind 63:1: 1-7; 1969.

112. _____. "Retardation Among Blind Children." Education of the Visually Handicapped 2:4: 107-111; 1970.

113. Stephens, Roberta. "Running Free: The Use of a 'Running Cable' with Blind Adolescents who Function on a Retarded Level." The New Outlook for the Blind 67:10: 454-456; December 1973.

Described is an overhead "running cable" constructed for use by blind retarded youngsters during running activities. The cable is used for exercise, ambulation and release of excess energy.

114. Talkington, Larry W. "An Explanatory Program for Blind-Retarded." Education of the Visually Handicapped 4:2: 33-35; 1972.

115. Tuttle, Dean W. "Shifting Gears for Multihandicapped Blind Children." Education of the Visually Handicapped 2:3: 76-79; 1970.

Multiple Handicapped Deaf

116. Anderson, Robert M., and Godfrey D. Stevens. "Deafness and Mental Retardation in Children: The Problem." American Annals of the Deaf 114:1: 15-22; 1969.

117. _____. "Practices and Problems in Educating Deaf Retarded Children in Residential Schools." Exceptional Children 35:9: 687-694; 1969.

118. Davis, Elizabeth A., editor. Curriculum Activities Guide for Severely Retarded Deaf Students. Indianapolis, Indiana: Marion County Association for Retarded Children (2400 North Tibbs Avenue, 46222), n.d.

Activities for an educational/training program for severely retarded deaf students are presented. Contents include descriptions of activities for development of skills and concepts in communication, numerals, colors, words, art and texture. Some physical and recreational activities are described.

119. Hall, Sylvia M., and Larry W. Talkington. "Trends in Programming for Deaf Mentally Retarded in Public Residential Facilities." Mental Retardation 10:2: 50-52; 1972.

120. Hirshoren, Alfred, and Lyle L. Lloyd. Bibliography on the Dual Handicaps of Hearing Impairment and Mental Retardation. Washington, D. C.: American Association on Mental Deficiency (5201 Connecticut Avenue, N. W., 20015), 1972.

121. Jablons, Beverly. "A Public School Program for Multiply Handicapped Deaf Children." Volta Review 72:9: 552-559; 1970.

122. Mitra, Sudhansu B. "Educational Provisions for Mentally Retarded Deaf Students in Residential Institutions for the Retarded." Volta Review 72:4: 225-236; 1970.

123. Osborne, Karen M., et al. "Out of the Classroom: An Experimental Diagnostic Teaching Clinic for Multiply Handicapped Deaf Children." Exceptional Children 37:5: 367-389; 1971.

*124. Power, Desmond J., and Stephen P. Quigley. Problems and Programs in the Education of Multiply Disabled Deaf Children. (ED 053 512)

125. Stewart, Larry G. "Problems of Severely Handicapped Deaf: Implications for Educational Programs." American Annals of the Deaf 116:3: 362-368; 1971.

126. Vernon, McCay. Multiply Handicapped Deaf Children: Medical, Educational, and Psychological Considerations. Reston, Virginia: Council for Exceptional Children (1920 Association Drive, 22091), 1969.

127. Vernon, McCay, and Edward Kilcullen. "Diagnosis, Retardation, and Deafness." Rehabilitation Record 13:2: 24-27; 1972.

Miscellaneous Multiple Handicapping Conditions

128. Adams, Ronald C., et al. Games, Sports, and Exercises for the Physically Handicapped. Philadelphia, Pennsylvania: Lea & Febiger, 1972.

Games, sports, and physical fitness exercises for the physically handicapped are described. Focus is on the recreational programs, procedures, and athletic equipment for individuals with amputations, auditory impairments, cardiovascular diseases, cerebral palsy, chronic obstructive lung disease, diabetes mellitus, epilepsy, hemophilia, hernia, kidney disorders, legg-calve perthes, arthritis, scoliosis, slipped femoral capital epiphysis, spina bifida, spinal cord injuries, undernutrition, and visual impairments.

129. Baken, Joan Wald. "Inservice Teacher Training in a Summer Program for Severely Handicapped Children: A Summer Can Make the Difference." Rehabilitation Literature 37:3: 74-77; March 1976.

Describes three consecutive summer programs for multiply handicapped children, which were sponsored by Easter Seal Society of New York State. Inservice teacher training was conducted simultaneously.

130. "Competency-Based Individualized P.E." The Physical Activities Report 423: 1-2; June 1977.

Olympia (Washington) Public Schools offer physical education for trainable and educable mentally retarded and multihandicapped children in elementary grades. This program has been adopted by four other districts.

131. Cooksey, Oscilee Loftin. A Teaching Manual for Sensory Stimulation of the Bedfast Multiply Handicapped Retardate. Austin, Texas: Austin State School (2203 West 35th Street), 1970.

132. Council for Exceptional Children. Multiply Handicapped: A Selective Bibliography. Exceptional Child Bibliography Series No. 614. Reston, Virginia: The Council (1920 Association Drive, 22091), August 1972.

This selected bibliography on multiply handicapped includes sources published between 1947 and 1971.

133. Cowart, Jim. "A Beach Ball Tetherball." The Pointer 20:2: 39-40; Winter 1975.

Describes the adaptation of a beach ball for use as a tetherball by severely impaired children.

+134. Delmore, Faye F., and Glenn A. Gruber. "Adapted Table Tennis for Wheelchair Multi-Handicapped Individuals." Journal of Health, Physical Education and Recreation 45:1: 81; January 1974.

A double-handled table tennis paddle suspended from a standard is described and pictured. Authors also devised a method of constructing walls for the game table so that multiple handicapped persons in wheelchairs do not have to retrieve balls.

*135. DuBose, Rebecca F. Assessing Motor Skills in Multiply Handicapped Children. Paper presented at Council for Exceptional Children Annual International Convention, April 1976. 10 pp. (ED 122 489)

Examines effects of motor skill development and impairment on young children's overall functioning. Guidelines for assessing motor skills in multiply handicapped children are given.

+136. Fender, Linda. Aquatic/Swimming Orientation Manual. Bethany, Oklahoma: Children's Convalescent Hospital, January 1975. 29 pp. (IRUC Order No. 1174)

Reviews all aspects of providing swimming programs for handicapped individuals, including those with multiple conditions. Volunteers, transportation, assisting in pool entry, and specific swim skills are among areas covered.

137. Gillet, Pamela. "Designing a Special Playground." Children Today 6:1: 13-17; January/February 1977.

This outdoor learning area for trainable mentally retarded and multi-handicapped preschoolers was planned by teachers and student architects.

*138. A Guide to Education and Services for the Multi-Handicapped. Decatur, Georgia: DeKalb County Board of Education, 1974. 427 pp. (ED 112 536)

Developmental scales for evaluating and activities for developing language, perceptual, and motor skills are included in this curriculum guide.

139. Huntsman, Betty. "Programming for the Multihandicapped Child." The Pointer 17:2: 131-137; Winter 1972.

The Washington State Cooperative Program for the Handicapped provided a summer program for short-term evaluation and training of children with multiple and severe handicaps. The program was also used to develop and evaluate techniques for dealing with such children. Objectives were diagnostic evaluation and placement; intensive training for children; counseling for parents; training staff; and program development.

*140. Los Angeles County Superintendent of Schools. An Educational Program for Multihandicapped Children. Los Angeles: Los Angeles County Superintendent of Schools, 1972. (ED 065 951)

141. Mira, Mary. "Tracking the Motor Behavior Development of Multihandicapped Infants." Mental Retardation 15:3: 32-37; June 1977.

Reviews current strategies for measuring effects of intervention on multihandicapped infants. Direct tracking of developing motor behaviors offers a useful measurement technique for assessing impact of intervention.

+142. Newman, Judy. "Handicapped? Who's Handicapped?" Journal of Health, Physical Education, and Recreation 42:8: 64; October 1971.

Described is the first annual swim meet for twenty-five severely physically handicapped children at Angel View Crippled Children's Foundation, Desert Hot Springs, California. The meet is an outgrowth of children's swim therapy sessions, in which motor development and increased muscular strength are stated objectives.

+143. _____. "Swimming for the Child with Multiple Birth Defects." Journal of Health, Physical Education, and Recreation 42:8: 68-69; October 1971.

Intended for swimming instructors working with severely impaired children, this article presents techniques and progressions used with three multiply handicapped children who were originally afraid of the water. After spending three months getting used to the water, children learn to put their faces in the water, breath control exercises, back float, forms of swim patterning, sculling, and front crawl.

144. O'Connell, Dorothy, compiler. Multiply Handicapped Children: A Bibliography. Urbana, Illinois: ERIC Clearinghouse on Early Childhood Education, University of Illinois (805 West Pennsylvania Avenue, 61801), January 1973.

Lists references concerning multiply handicapped children obtained from Research in Education (RIE), Current Index to Journals in Education (CIJE), and Exceptional Child Education Abstracts, in addition to other sources.

145. O'Donnell, Patrick A. Teaching Individuals with Physical and Multiple Disabilities. Columbus, Ohio: Charles E. Merrill Publishing Co., 1977. 279 pp.

Focuses on providing an individualized instruction program for each disabled student. Chapters cover such areas as task analysis, psychosocial aspects of disability, life experience programing, leisure, and advocacy.

146. Pettit, P. F. "Physical Education and Sports for the Multiply-Handicapped Child." Physiotherapy (Chartered Society of Physiotherapy, 14 Bedford Row, London WC1R 4ED, England) 60: 47-49; February 1974.

147. Pomeroy, Janet. Recreation for the Physically Handicapped. New York: Macmillan Co. (60 Fifth Avenue, 10011), 1964.

Takes a comprehensive look at how the private agency or community can begin a recreation program for the physically, severely and multiply handicapped. Qualifications and duties of leaders in the program, public relations, program planning, transportation, facilities and equipment are all thoroughly treated. Individual chapters deal with program activities, including music, dance, arts and crafts, games and sports. Particular emphasis is given to adaptations of activities.

+148. _____. "Recreation Unlimited: An Approach to Community Recreation for the Handicapped." Journal of Physical Education and Recreation 46:5: 30-31; May 1975.

Experiences at the Recreation Center for the Handicapped (San Francisco, California) in providing a variety of recreation services to multiple handicapped individuals are shared.

+149. Pots & Pans Activities for Parent and Child: Activities for Preschool Multiple Handicapped Children. Springfield, Illinois: The Instructional Materials Center of the Department of Exceptional Children, Office of the Superintendent of Public Instruction, n.d. 83 pp. (IRUC Order No. 132; also available in reduced copy for $4.70)

Simple, practical educational activities for preschool multihandicapped children are offered in this book. All activities are conducted using regular household articles.

150. Reid, Dennis Huntington. An Analysis of Variables Affecting Leisure Activity Behavior of Multihandicapped Retarded Persons. Doctoral dissertation. Tallahassee, Florida: Florda State University (32306), 1975. 78 pp.

151. Robinault, Isabel P., editor. Functional Aids for the Multiply Handicapped. Hagerstown, Maryland: Harper & Row, Publishers, Inc. (Medical Department, 2350 Virginia Avenue), 1973.

This well-illustrated book gives descriptions, sources and information on aids for (1) transfer, travel and mobility, (2) personal care, (3) communications and learning, and (4) recreation.

152. Schattner, Regina. An Early Childhood Curriculum for Multiply Handicapped Children. New York: John Day Co., Inc. (257 Park Avenue South, 10010), 1971.

153. Shearer, Marsha S., and David E. Shearer. "The Portage Project: A Model for Early Childhood Education." Exceptional Children 39:3: 210-217; November 1972.

Reported is a home-based intervention program serving seventy-five preschool multiply handicapped children aged zero to six years living in rural areas.

154. Stensrud, Carol. "Creative Drama and the Multiply Handicapped." Journal of Leisurability 3: 17-26; July 1976.

Analyzes various creative dramatic activity areas, suggests resources for such activities, and presents an overview of values these activities hold for the child.

+155. _____. Creative Drama: Sensory Stimulation and Creativity for the Multiply Handicapped Child. Chico, California: California State University at Chico, n.d. 12 pp. (IRUC Order No. 380)

Ideas for creative dramatics presented in this paper include movement, story dramatization, puppetry, rhythms, and dress-up play. An extensive bibliography lists useful resources for the teacher/leader.

+156. Therapeutic Swimming for the Multi-Handicapped. Final Report 1975-76. Las Vegas, Nevada: Helen J. Stewart School, n.d. 82 pp. (IRUC Order No. 555)

Includes a variety of information on swim programs, including philosphy, staff, participants, volunteers, curriculum, parental participation, and evaluation. Appendices provide a swimming skill checklist and procedural materials.

157. van de Bos, F. For Busy Hands. London, England: Toy Libraries Association (Sunley House, 10 Gunthorpe Street, E.1 7RW), n.d. 26 pp. 30 pence (approx. 60¢).

A Dutch architect, father of a severely handicapped child, presents detailed instructions for making noisy, challenging, rewarding play materials for handicapped children who show no interest in commercial toys.

158. Walsh, Sara R. "I'm Me!" Teaching Exceptional Children 6:2: 78-83; 1974.

A teacher at Georgia Center for the Multihandicapped in Atlanta discusses her experiences with multihandicapped children and shares language development activities which she used to help her students work toward establishing an improved self-identity.

159. Wehman, Paul. "Selection of Play Materials for the Severely Handicapped: A Continuing Dilemma." Education and Training of the Mentally Retarded 11:1: 46-50; February 1976.

Difficulties involved in providing appropriate play materials for this population are discussed. Author suggests a taxonomy of play materials and suggests various play materials.

160. Westervelt, Van D., and James K. Luiselli. "Establishing Standing and Walking Behavior in a Physically Handicapped, Retarded Child." Physical Therapy 55:7: 761-765; July 1975.

In a consulting role, a physical therapist utilized attendant staff to teach a physically handicapped retarded child beginning walking behavior. The therapist's consulting role was found more effective than a direct treatment role.

161. Wolpert, Rhona, Sharon Leuchter, and Margaret Schmidt. "Summer Day Camp for Multihandicapped Children." Physical Therapy 56:3: 299-304; March 1976.

A six-week enriched sensorimotor, communication, and recreational summer day camp for twenty multiply handicapped children is described. Evaluation indicated that children made major gains in several areas, most notably play and basic motor skills.

PART TWO: AUDIOVISUAL AIDS

1. And So They Move (16mm, sound, black and white, 19 minutes).
Audio Visual Center, Michigan State University, East Lansing, Michigan, 48824.

Although this film deals with the application of movement to the physically handicapped, the rationale, activities, methods, and procedures are appropriate for mentally retarded of all functional levels. As each individual moves in his own way, he develops greater awareness of himself, struggles to succeed, and develops a feeling of adequacy. Children are encouraged to extend themselves in purposeful and enjoyable movement. They become better able to relate to one another, create their own play environment, enjoy trying, and thrill to the adventure of exploration. Much of the program is built around improvised equipment--boxes, blocks, hoops, ropes, and benches--innovative indoor obstacle courses, and creative use of conventional playground equipment.

2. Cast No Shadow (16mm, sound, color, 27 minutes).
Professional Arts, Inc., Box 8484, University City, California, 92122.

This unique and dramatic film vividly depicts a wide range of recreation activities for severely and profoundly mentally retarded, physically handicapped, multihandicapped, and emotionally disturbed children, teens, and adults at the Recreation Center for the Handicapped (San Francisco, California). Emphasis is on values of recreation and its effects upon lives of handicapped persons as an integral part of their total learning experiences and social development. Equally, it is about handicapped individuals, ages two to eighty-five, as people. Enthusiasm, satisfaction, enjoyment are shown on their faces as they participate in a variety of activities from snow skiing at Squaw Valley's Olympic Village to wheelchair surfing in the Pacific Ocean.

3. Children of the Silent Night (16mm, sound, color, 7 minutes).
Film Library, Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

This documentary film shows how deaf-blind children can be taught to communicate and talk. This film deals mainly with one deaf-blind child--how she learns to hear through her fingers; how she is first introduced to the mysteries of language; and how she learns to say her first few words. Research and teacher training activities at Perkins School for the Blind (Watertown, Massachusetts) are also discussed. This film presents how children with multiple conditions of deafness and blindness are being educated to lead lives of usefulness and sometimes brillance. Play and physical activity are shown as important ways by which these children learn new concepts and life skills. Creative activities such as arts and crafts and movement are used to help them explore and learn about their environment, train their hands and bodies, and develop social awareness. The physical education program includes ball activities, play, tricycle riding, calisthenics, skating, stall box activities, rhythms, swimming, and physical fitness activities. Basic

to all of these educational approaches that recognize the hands as the eyes and ears of deaf-blind children is the thrust to help each one of them open the gates to the mind and to be better able to communicate.

4. Dark Silence (16mm, sound, color, 11 minutes).
National Audiovisual Center (GSA), Washington, D. C., 20409.

Program, activities, and services of the National Center for Deaf-Blind Youth and Adults (Sands Point, New York) and its four field offices are discussed. In addition to providing client services to deaf-blind residents, this Center serves as a clearinghouse for cooperative exchange of information and materials dealing with education, training, habilitation, and rehabilitation of deaf-blind persons. Research conducted at or sponsored by the Center have dealt with training methods, technology, devices and equipment, and surveys of and about deaf-blind persons. Personnel preparation for individuals outside the Center staff is also available and provided through Center sponsorship. Specific program areas and activities shown include communication skills, activities and skills of daily living, mobility and physical orientation, industrial arts, physical therapy, and counseling. When evaluation, program, and research activities and efforts are coordinated, prognosis for effective rehabilitation of deaf-blind persons is possible, probable, and promising.

5. Deaf/Blind Workshop (½ inch videotape, 3 reels, black and white, sound, 80 minutes).
Central Wisconsin Colony, 1974. Available on loan only to personnel in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin from: Regional Developmental Disabilities Information Center, 317 Knutson Drive, Madison, Wisconsin, 53704.

The Deaf-Blind Workshop presented on this three-reel videotape has two main parts: lecture and demonstration. The lecture, on reel one and part of reel two, deals with roles of motor skill specialists and considerations in programing for and teaching motor skills to deaf-blind children. The majority of reel two and all of reel three are devoted to demonstrations with three deaf-blind children. With the first child, the motor skill specialist demonstrates ways of teaching a deaf-blind child to jump, step up and down, and hop. The second child, who has difficulty holding her head up, is used in a demonstration of pre-crawling skills and backward and forward rolls. The third child exhibited many bizarre mannerisms and very disturbed behavior. The demonstrator attempted to teach this child to walk and stand by himself, and discussed ways of discouraging bizarre mannerisms and self-destructive behavior.

6. Even Love Is Not Enough...Children With Handicaps (filmstrips, color, records or audio cassettes).
Parents' Magazine Films, 52 Vanderbilt Avenue, New York, New York, 10017. Complete series of four sets, with records, $160; with cassettes, $200. Per set, with record, $49; with cassette, $58.

This filmstrip series was specifically prepared to provide adults with knowledge necessary to contribute to the healthy development of children with special needs. Four sets of filmstrips focus on children with

Behavioral and Emotional Disabilities, Intellectual Disabilities, Educational and Language Disabilities, and Physical Disabilities. No. 4 Physical Disabilities: Dramatized sequences tell the stories of three children with physical disabilities. Linda was born with cerebral palsy and requires extensive rehabilitation. A victim of a car accident, Teresa suffered a broken back; her legs will be paralyzed for the rest of her life. Marty, who physically appears to be just like any normal youngster, can't hit a baseball, and his writing is almost impossible to read. While Linda, Teresa, and Marty each have different problems to overcome, they are typical of children with congenital, acquired and subtle motor handicaps. The viewer is shown that physical disabilities can retard the child's progress. Viewers learn causes and symptoms of a congenital disorder like cerebral palsy, spina bifida, and club foot; how obstacles for future development can be brought on by an acquired disability; and unique problems with clumsiness, incoordination, and slow reaction time encountered by those with a subtle motor handicap. Effects of a physically impaired child on the family are discussed. Emphasis is placed on how parents can help their child function in society. Practices and procedures of diagnostic, treatment, and rehabilitation centers are observed by following Linda, Teresa, and Marty as they undergo evaluation and therapy. In addition, there is an explanation of a total rehabilitation team to coordinate medical assistance, education, recreation, and financial aid.

7. Focus on Ability (16mm, color, sound, 22 minutes).
American National Red Cross, 17th and E Streets, N. W., Washington, D. C., 20006.

This is a comprehensive presentation of teaching swimming to people with various handicapping conditions--cerebral palsied, orthopedically impaired, mentally retarded and emotionally disturbed, and those with sensory disabilities. Focus on Ability is more than a training film. It goes beyond techniques and clearly demonstrates the importance of warm understanding as basis for the important interpersonal relationship between student and instructor. Emphasis is upon abilities--not disabilities--of each participant, recognizing the worth and dignity of each participant. Viewers are able to develop greater sensitivity towards needs and personalities of individuals with various handicapping conditions. This film is an excellent companion to the new Red Cross texts to assist volunteers and professionals in providing swimming and aquatic activities for special populations.

8. Free (16mm, sound, color, 18 minutes).
Hawaii Association for Retarded Children, 245 North Kukui Street, Honolulu, Hawaii, 96815. Purchase $150.

Severely/profoundly mentally retarded and multiple handicapped individuals are in too many cases still isolated from society and deprived of opportunities to be freed from their bondage. A program conducted by the Hawaii Association for Retarded Children for young children is presented in this film. This program is based on the premise that every child is capable of learning, playing, smiling, and

being a part of society. Type, degree, or severity of condition need not restrict or limit participation in and learning through classroom activities, arts and crafts, music and rhythmic activities, toy-play, puppetry, perceptual-motor and physical fitness activities, field trips, trampoline activities, and swimming. Emphasis in these activities is upon fun and enjoying oneself. Numerous activities and skills learned spontaneously by many individuals must be taught to these populations. Values and benefits of approaches that stress active participation are vividly expressed in happiness shown on each youngster's face. Over-learning through practice, patience and acceptance by leaders are vital for reaching and teaching these individuals. Planned opportunities to stimulate these children and increase both range and quality of their experiences begin with simple and basic activities of daily living and extend into a variety of recreational and social activities in the community. This is a positive film that not only offers hope but shows what can be done when dedicated persons want to make each of these individuals free and give each a life worth living.

9. Halfway There (16mm, sound, color, 15 minutes).
The National Foundation-March of Dimes, 800 Second Avenue, New York, New York, 10017.

Rehabilitation care at the Birth Defects Center in Charlottesville, Virginia is depicted. Patients of different ages and with various disabilities receive physical, recreation, emotional and intellectual training needed for them to lead meaningful lives outside the Center.

10. He's Not the Walking Kind (16mm, sound, color, 28½ minutes).
Cention Educational Films, 1621 West Ninth Street, Lawrence, Kansas, 66044. Purchase $435.00.

This is the story of a spastic cerebral palsied young man who is confined to a motorized wheelchair. He lives alone in an apartment where he has adapted the environment and learned to do things which are difficult for him. Other devices and adaptations contribute to his ability to live independently, have productive work, and take part in a variety of recreational activities. He freely discusses various personal problems and effects of attitudes--his own as well as those of others--on his life. Discussions about his early life and growing up emphasize the importance of family support and encouragement. Two strong sequences involve the boy and his father as he is taught to drive a speed boat and a tractor. Participation in recreational, leisure, and social activities is presented and discussed. This film focuses on an individual with an impairment, not on a handicapped person. It is the successful and encouraging story of how this young man, his family, and others deal effectively with his condition.

11. It's Ability That Counts (16mm, sound, color, 28 minutes).
International Rehabilitation Film Library, 20 West 40th Street, New York, New York, 10018.

Sir Ludwig Guttmann, pioneer in the development of sports for individuals with spinal cord injuries, introduces this film which features the new and modern sports facility at the National Spinal Injury Center

(Stoke Mandeville, England). Various competitive opportunities available for these populations at national and international levels are discussed; competitors tell what these programs mean to them. A variety of physical recreational activities for children and individuals not interested in highly organized and competitive activities is also emphasized. Blind and partially sighted adults are shown taking part in soccer, gymnastics, bowling on the green, track and field events. Scenes from the first international games for the multihandicapped are included. Values and contributions of sports and physical recreational activities in giving fresh insights and new dimensions for each participant's life are eloquently expressed in the symbol of the international games for the physically disabled--friendship/unity/sportsmanship.

12. The Legacy of Anne Sullivan (16mm, sound, color, 28 minutes). Film Library, Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154. Loaned free.

This film deals with problems of deaf-blind persons from infancy through adulthood. It shows what deaf-blind individuals of today owe to Helen Keller's teacher (Anne Sullivan) by portraying progress of children at Perkins School for the Blind (Watertown, Massachusetts) where deaf-blind children are educated and at the Industrial Home for the Blind where deaf-blind people are rehabilitated. In addition it tells the story of eight successful deaf-blind adults, their jobs, their accomplishments, and shows the role deaf-blind can play in the world. Sections of the film also deal with the role of sight and hearing in communication, implications for mobility, compensation by individuals with sensory deprivations, and ways deaf-blind individuals break through various barriers. Importance and role of physical and recreational activities are discussed in some detail.

13. Like Other People (16mm, sound, color, 37 minutes). Perennial Education, Inc., 1825 Willow Road, Northfield, Illinois, 60093. Purchase $375; Rental $37.50.

This penetrating film deals with sexual, emotional, and social needs of mentally or physically disabled persons. The two central characters are cerebral palsied adults who, in their own words, make a plea to humanity for the understanding that they are real people. They express their feelings and attitudes about relationships with each other and with other people. They explore in depth love and what it means to them, attitudes of others toward romance and marriage for special populations, and their own emotions toward these same things. Frustrations toward others are expressed because of others' tendencies to look down upon, patronize, and not give them a chance to live a normal life. Parents also tend to keep the impaired and disabled individual a child all his/her life. This adds to their feelings of inadequacy and dependence. Counseling and group home sessions provide opportunities for frank treatment of the most delicate of topics. Scenes after marriage show them looking after and caring for each other. Vividly and realistically the film brings out the fact that a handicapping condition does little to change basic drives, interests, and needs of all people. It also raises questions about the quality of life in residential homes and institutions.

14. Little Marty (16mm, sound, color, 5 minutes).
The National Foundation-March of Dimes, 800 Second Avenue, New York, New York, 10017.

Marty, eight year old poster boy of the National Foundation, was born with no arms, one leg shorter than the other, and other birth defects. With artificial arms and a built-up shoe, he feeds himself, paints, types, swims, plays softball, soccer, cards, and his great determination and courage are truly inspirational. In general, he is treated as normally as possible by his parents, brothers, and friends.

15. Maybe Tomorrow (16mm, sound, color, 28 minutes).
Adventures in Movement, 945 Danbury Road, Dayton, Ohio, 45420.

Punctuated by blind, deaf, mentally retarded, cerebral palsied, and orthopedically impaired children actively participating in movement activities, the role and contributions of AIM are vividly shown. AIM began in 1958 in Dayton, Ohio, to provide movement experiences for children with various handicapping conditions. Throughout the film AIM instructors show many innovative, original, and effective ways of reaching and teaching youngsters with these various conditions. Emphasis is on use of basic movements, importance of success, achievement, and fun, teaching and reinforcing a variety of concepts through movement, and use of approaches that are basically the same as those used in teaching normal children. The AIM program is viewed through the eyes, heart, and active participation of a young physical education teacher who enrolls in the training program so she too can contribute.

16. New Horizons for the Retarded Child.
Norman Luenfeld, NBC Enterprises, National Broadcasting Company, 30 Rockefeller Plaza, New York, New York, 10020.

This is a series of ten half-hour television programs dramatizing new avenues available to persons training or teaching mentally retarded children. While the purview of the series includes all aspects of mental retardation, academic education and physical education are the two principal subjects. No. 4--Multiple Handicaps (one of a ten-part series): This program deals with the problems of multiple handicapping conditions in which one of the afflictions is retardation. This program focuses on the Recreation Center for the Handicapped, San Francisco, and shows the effective and dynamic approach this agency has devised in working with multiple handicapped persons of all ages.

17. No Barrier (16mm, sound, color, 14 minutes).
The President's Committee on Employment of the Handicapped, Washington, D. C., 20210.

A moving example of a person overcoming the problems encountered in being deaf-mute is presented. Harry Huff is shown living life to the fullest at home, at work and in community activities.

18. Nursing Measures in the Care of a Child with Multiple Handicaps (16mm, sound, color, 34 minutes).
United Cerebral Palsy Associations, Inc., Professional Services Program Department, 66 East 34th Street, New York, New York, 10016.

Briefly reviews normal growth and development with special reference to a little boy with cerebral palsy at eight months of age. Part of the film is devoted to demonstrating various types of improvised equipment useful in the care of older individuals with cerebral palsy.

19. Perceptual-Motor Development (½" Sony videotape, sound, black and white, 33 minutes).
Leonard Kalakian and Jack Lellyn, Department of Physical Education, Mankato State College, Mankato, Minnesota, 56001.

Ways movement can foster perceptual-motor functions in developmentally disabled children are described. After a brief introduction in which perceptual-motor development is defined and interpreted for viewers, four basic areas of perceptual-motor function are identified: (1) basic motor proficiency, (2) tactile and kinesthetic perception, (3) visual-perceptual and awareness, and (4) auditory perception. In each instance basic description and discussion of the particular area are followed by scenes of children with various developmental disabilities taking part in the programs.

20. Play Learning Centers for Preschool Handicapped Children (16mm, sound, color, 25 minutes).
Division of Educational Resources, University of South Florida, Tampa, Florida, 33620.

This presents a visual report of an investigation of the design, construction, and evaluation of play learning centers for preschool children with various handicapping conditions. Three different play learning centers are discussed by the project staff; children are shown actively using each of these play learning centers. Basic criteria followed in developing each center include: (1) provide safe developmental opportunities for young children, (2) use basic tools and materials that are available to others and within cost capabilities of similar facilities, and (3)can be built by non-professional personnel in a reasonable amount of time.

21. Progress Through Determination (8mm, audio cassette, color, 25 minutes).
Susan J. Grosse, F. J. Gaenslen School, 1301 East Auer Avenue, Milwaukee, Wisconsin, 53212. Rental $15.

This film illustrates the aquatic program at the F. J. Gaenslen School for orthopedically handicapped children (Milwaukee, Wisconsin). It includes description of swimming instruction, recreational swimming, small craft safety, elementary rescue techniques, and use of mask and snorkel. Participants in the film have a variety of handicapping conditions, including cerebral palsy, spina bifida, arthrogryposis, perthes disease, and muscular dystrophy. Many students have multiple conditions with hearing or vision problems, learning deficiencies, or mental retardation.

22. Recreation Center for the Handicapped (16mm, sound, color, 23 minutes). East of the Mississippi River apply to American Alliance for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N. W., Washington, D. C., 20036; west of the Mississippi River apply to Janet Pomeroy, Director, Recreation Center for the Handicapped, 207 Skyline Boulevard, San Francisco, California, 94132.

    Founded in 1952, the Recreation Center for the Handicapped provides year-round programs for severely handicapped participants of all ages. The program stresses achievement of happiness and contentment as each individual, regardless of his condition, learns to do for himself and to stand on his own two feet. The film shows participants active in checkers, music activities (tamborine and bongos), clay work, outdoor activities, table games, wrestling, swimming, fishing and casting, woodworking, playground activities, snow and winter activities, and dancing. Some of the many ways in which the participants help each other are also featured.

23. Somebody Waiting (16mm, sound, color, 25 minutes).
    Extension Media Center, University of California, Berkeley, California, 94720.

    This is a story about children who live in Corcoran Cottage, Sonoma, California State Hospital. They have severe cerebral dysfunction and are among the most physically, emotionally and mentally handicapped children in society. They are totally dependent on the hospital staff for every physical, nutritional and personal need. The film demonstrates that further handicapping can be avoided by appropriate environmental stimulation and therapeutic handling. It depicts the children's response to loving care, new physical therapies, and new experiences. The staff begins to learn, first from visiting professionals such as physical therapists and later from their own experience, how to make life more pleasant, interesting, and rewarding for the children--and themselves.

24. A Song for Michael: A Demonstration of How Music Therapy is Used to Develop Language in a Multiply Handicapped Boy of Fourteen (16mm, sound, black and white, 22 minutes).
    Music Therapy Center, 840 Eighth Avenue, New York, New York, 10019.

    This film presents a condensation of one actual music therapy session at the Music Therapy Center where music is a functional tool to promote emotional and social growth as an adjunct to psychotherapy. Even in the space of one session, Michael displays the bewildering variety of symptoms and responses on which his conflicting diagnoses of autism, schizophrenia, brain damage, and mental retardation were based. The viewer sees how the therapist deals with the many levels of behavior in terms of the goals of establishing and strengthening associative thinking and eliciting communication. More than a dozen songs and games are used in this film and out of their phrases, rhythms, and meaning are devised materials for facilitating interplay, establishing identity, and achieving autonomy. Despite some production flaws--the photographer's too frequent use of the zoom lens results in some

distracting out-of-focus frames--the film is well worth seeing, especially by therapists, special education teachers, and others who work with mentally disturbed children. The film is intended for professional audiences rather than for the general public.

25. Special Children Special Needs (16mm, color, sound, 22 minutes). Campus Film Corporation, 2 Overhill Road, Scarsdale, New York, 10583.

A sensitive and comprehensive developmental approach to educating young, multihandicapped children is presented. The film documents three adapted learning environments--an infant school, a preschool learning laboratory, and an outdoor therapeutic playground. The educational orientation of the program is developmental-interaction in that each child's therapeutic program is based on specific abilities and disabilities. Each child is provided with maximum opportunities to be effective and more competent in experiences with people and objects. Various program activities are shown at the Institute for Rehabilitation Medicine (New York University Medical Center). Dramatic play, art, and academic readiness activities are included along with specific roles of physical therapists, teachers, and parents in the total program. The playground is designed so that each child has access to natural materials, experiences activities as freely and independently as possible, understands an outdoor environment, and has an opportunity to be outdoors in a protective environment.

26. Splash (16mm, sound, color, 21 minutes).
Ms. Layne C. Hackett, 1455 Johnson Avenue, San Jose, California, 95129.

Exciting, stimulating, and fun ways to use water environments--pans, sprinklers, wading pools, and swimming pools--and aquatic activities to introduce and reinforce a variety of concepts are presented to subtrainable, severely mentally retarded and multiple handicapped children in practical, functional, and meaningful ways. Emphasis is on developing self-help skills, such as undressing and dressing, paying attention and responding to directions through simple instructions and signals, improving kinesthetic awareness and balance with aquatic games and water exploration, stimulating language development by talking about things, promoting breath control by bubbling and blowing, sharpening visual and auditory discrimination by retrieving objects from underwater and with different games, and encouraging memory and attention through most all games and activities.

27. Testing Multihandicapped Children (16mm, sound, black and white, 31 minutes).
United Cerebral Palsy Research and Education Foundation, 66 East 34th Street, New York, New York, 10016.

Using three multihandicapped children as subjects, assessment and diagnostic procedures developed by Elsa Haeusserman (Department of Pediatric Neurology, Jewish Hospital, Brooklyn, New York) are discussed. Ways of getting around sensory and motor problems and deficits that mask the true potential of a child are included. Common sense adaptations and modifications of various developmental scales and profiles make methods and approaches adaptable and applicable for many different

groups and individuals. Emphasis is upon functional abilities, levels of understanding, and conceptual development of each child being tested. Procedures for communicating with those with little if any verbal language are extremely effective. As behavioral patterns reflect basic causes of problems and difficulties, findings and observations are translated into definitive conclusions with recommendations for ways and means of teaching and reaching the child.

28. Therapy Through Play (16mm, sound, color, 27 minutes).
Richard Switzer, Human Resources Center, Albertson, New York, 11507.

Physically handicapped children, many of whom were not accepted by New York Public Schools, are shown participating in a variety of physical activities. Children in wheelchairs are seen taking part in touch football, soccer, swimming, cage ball, minature golf, bowling, relays, and fencing. Philosophy of the program dictates integrating occupational therapy and physical therapy through physical education and recreation. Activities are selected on the basis of their contribution to the growth and development of each participant, not on the basis of whether they are specifically for physically handicapped or mentally retarded persons. A variety of adaptations and modifications in physical education is shown, along with ways in which other areas of the curriculum are approached--driver education, science, and home economics.

29. Triumph of Christy Brown (16mm kinescope, sound, black and white, 60 minutes).
Audiovisual Center, Indiana University, Bloomington, Indiana, 47401.

Despite cerebral palsy so severe that he only has use of one foot, Christy Brown is a gifted artist and talented writer. This is his story, taken from an autobiography he typed himself.

30. When May Comes, We'll Move to the First Floor (16mm, sound, black and white, 20 minutes).
United Cerebral Palsy Association, 66 East 34th Street, New York, New York, 10016.

This film is based around the inner thoughts of a thirty-one year old cerebral palsied woman who lives with her seventy-three year old mother. She is concerned about herself, her mother, other people, personal aspirations, her fears, and how being cerebral palsied affects her life.

31. Who Handicaps the Handicapped (16mm, sound, black and white, 14 minutes).
Frances Brush, University of Portland, Portland, Oregon, 97203.

Children with various handicapping conditions, including cerebral palsy, muscular dystrophy, and hip disorders are shown in a variety of basic movement activities. The film focuses on individual students as each is helped to develop full movement potential.

32. World of Deaf-Blind Children--How They Communicate (16mm, sound, color, 28 minutes).
Film Library, Campell Films, Academy Avenue, Saxtons River, Vermont, 05154.

This documentary film shows deaf-blind children and their teachers at Perkins School for the Blind (Watertown, Massachusetts). Ways to overcome

barriers imposed by defective sight and hearing are illustrated. The key for these children is communication; for teachers, patience and dedication. The film explores many techniques employed by teachers of deaf-blind children and what achieving communication can mean to the children.

33. World of Deaf-Blind Children: Deaf-Blind Circus (16mm, sound, color, 8 minutes).
Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

Interaction of deaf-blind children at Perkins School for the Blind (Watertown, Massachusetts) with people in the community is emphasized and reemphasized throughout this film. The vehicle for such communication is a circus brought out of isolation at the school and into the real world. In this way deaf-blind children become integral parts of both sound and community situations that are highlighted by interactions between circus performers and their audience. The fact that emotion can only be expressed when it is shared is vividly shown. Involvement of this type is crucial to deaf-blind children because of the continuous nature of their learning. Key to opening doors for them is communication, a vital ingredient to promote and maintain give and take with the community and social contact with the world.

34. World of Deaf-Blind Children: Growing Up (16mm, sound, color, 29 minutes).
Campbell Films, Academy Avenue, Saxtons River, Vermont, 05154.

Preparation of deaf-blind individuals for life beyond arms length is the basic theme of this film. Emphasis is upon a productive, well-rounded, balanced, and satisfying life in which each individual accepts personal responsibility. Continuity and articulation of special programs, including residential care, through community housing and employment are discussed. Multiple conditions, including mental retardation, perceptual problems, and learning disabilities, complicate educating, training, and preparing deaf-blind children for life. A multi-faceted approach is presented and includes communication, mobility training, activities of daily living, recreation and leisure time activities, vocational and career preparation. A great deal of attention is given to the role of rhythmical perceptual-motor and physical activities as bases for continued growth and development in all areas including in the vital social area. Roles and responsibilities of parents are also discussed along with training and roles of child care workers who have much day-to-day and personal contact with the children while they are in residence. Emphasis is upon flexibility in activities so as to meet changing and individual needs of each child. Society is charged with recognizing its responsibility in providing opportunities for every member of society to attain his or her full potential; with no group is this more important than with deaf-blind persons.

35. The World Outside (16mm, sound, black and white, 30 minutes).
S-L Film Productions, P. O. Box 41108, Los Angeles, California, 90041.

Children who appear in this film were selected from a group of twenty children diagnosed as autistic. They participated in a research program

at Frostig Center in California where factors in successful therapy were studied. This film shows excerpts from therapy sessions of two blind and severely emotionally disturbed children. Each of these children was one of a set of twins born prematurely; neither had much previous contact with the world about them. Musical toys were important in providing Dale with a means of developing concept and feel of controlling the environment. As degrees of independence and confidence were shown, Dale began to explore space, had fewer tensions, and was more relaxed. To meet his need for group experiences, he was enrolled in a nursery school in which there was much play and playground activity. Barbara, on the other hand, was filmed once during a therapy session and once in public school. Symbolic behavior is shown with various toys and through different play sequences. She is also shown playing through an operation for a tonsillectomy which she had recently undergone in a hospital. This illustrated her ability to work quickly through traumatic experiences by acting them out through play. In addition fantasy is channeled and used for the benefit of the child. Autistic children need structured and planned opportunities to venture from their world into the real world. Individualized educational experiences are extremely important. Some of these children require development of perceptual capacities; others need more emphasis on symbolic gratification of thwarted or unfulfilled needs followed by real satisfactions. All require a close and understanding relationship with a flexible therapist/teacher who arranges the therapeutic/educational program to meet changing needs of each child.

PART THREE: RESOURCES

General Resource Contacts

The following resources provide a variety of services and materials such as publications, bibliographies, audiovisual aids, newsletters, periodicals, and references.

AMERICAN ACADEMY FOR CEREBRAL PALSY
1255 New Hampshire Avenue, N. W.
Washington, D. C., 20036

AMERICAN ASSOCIATION FOR MENTAL DEFICIENCY
5201 Connecticut Avenue, N. W.
Washington, D. C., 20015

AMERICAN FOUNDATION FOR THE BLIND
15 West 16th Street
New York, New York, 10011

THE AMERICAN OCCUPATIONAL THERAPY ASSOCIATION, INC.
6000 Executive Blvd., Suite 200
Rockville, Maryland, 20852

AMERICAN PHYSICAL THERAPY ASSOCIATION
1156 15th Street, N.W.
Washington, D. C., 20005

AMERICAN PRINTING HOUSE FOR THE BLIND
1839 Frankfort Avenue
Louisville, Kentucky, 40206

CENTER ON HUMAN POLICY
Syracuse University
216 Ostrom Avenue
Syracuse, New York, 13210

COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive
Reston, Virginia, 22091

LIBRARY OF CONGRESS
Division for the Blind and Physically Handicapped
Taylor Street Annex
1291 Taylor Street
Washington, D. C., 20542

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS
2023 West Ogden Avenue
Chicago, Illinois, 60612

NATIONAL INSTITUTE OF NEUROLOGICAL AND COMMUNICATIVE DISORDERS AND STROKE
National Institutes of Health
Public Health Service, Building 31
Bethesda, Maryland, 20014

NATIONAL REHABILITATION ASSOCIATION
1522 K Street, N. W.
Washington, D. C., 20005

NATIONAL THERAPEUTIC RECREATION SOCIETY
1601 North Kent Street
Arlington, Virginia, 22209

THE PRESIDENT'S COMMITTEE ON EMPLOYMENT OF THE HANDICAPPED
Recreation and Leisure Committee
Washington, D. C., 20210

UNITED CEREBRAL PALSY ASSOCIATIONS, INC.
66 East 34th Street
New York, New York, 10016

Resources on Deaf-Blindness

Robert Dantona, Coordinator
Centers and Services for Deaf-Blind Children
Bureau of Education for the Handicapped
Division of Assistance to States
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C., 20202
(202) 472-4825

John Crosby
Southeast Regional Center for Deaf-Blind Children
Alabama Institute for the Deaf and Blind
P. O. Box 268
Talladega, Alabama, 35160

William Blea
Southwest Regional Center for Services to Deaf-Blind Children
c/o State Department of Education
Division of Special Education
721 Capitol Mall, Room 124
Sacramento, California, 95814

John Ogden
Mountain-Plains Regional Center for Services to Deaf-Blind Children
165 Cook Street, Suite 304
Denver, Colorado, 80206

John Sinclair
New England Center for Services to Deaf-Blind Children
c/o Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts, 02172

George Monk
Midwest Regional Center for Services to Deaf-Blind Children
P. O. Box 30008
Lansing, Michigan, 48909

N. Khogendra Das
Mid-Atlantic (North) and Caribbean Regional Deaf-Blind Center
c/o New York Institute for the Education of the Blind
999 Pelham Parkway
Bronx, New York, 10469

Hank Baud
Mid-Atlantic Regional Center for Services to Deaf-Blind Children
Educational Building, Room 449
Edenton and Salisbury Streets
Raleigh, North Carolina, 27605

Edwin Hammer
South-Central Regional Center for Services to Deaf-Blind Children
Callier Hearing and Speech Center
1966 Inwood Road
Dallas, Texas 75235

Jack Sweetser
Northwest Regional Center for Deaf-Blind Children
3411 South Alaska Street
Seattle, Washington, 98118

Gallaudet College
Program for Hearing-Impaired/Vision-Impaired Individuals
7th and Florida Avenue, N. E.
Washington, D. C., 20002

Helen Keller National Center for Deaf-Blind Youths and Adults
111 Middle Neck Road
Sands Point, New York, 11050

John Tracy Clinic
806 West Adams Boulevard
Los Angeles, California, 90007
(Free correspondence learning program for parents of preschool deaf-blind children.)

National Institute on Program Development and Training in Recreation for Deaf-Blind Children, Youth and Adults
Recreation Education Program
The University of Iowa
Iowa City, Iowa, 52242

Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts, 02172

Programs for Multiple Handicapped Individuals

These programs by no means represent an all-inclusive listing. They have been provided to give the reader a start, with other resources in Part Three, in locating additional information on physical education and recreation for persons with multiple handicaps.

CENTER FOR MULTIPLE-HANDICAPPED CHILDREN
105 East 106th Street
New York, New York, 10029

COLORADO SCHOOL FOR THE DEAF-BLIND
Kiowa and Institute Streets
Boulder, Colorado, 80903

EAST SAN GABRIEL VALLEY SCHOOL FOR MULTIHANDICAPPED CHILDREN
Los Angeles County Schools
360 West Mauna Loa Avenue
Glendora, California, 91740

MISSISSIPPI DEAF-BLIND PROGRAM
Ellisville State School
Ellisville, Mississippi, 39437

NEW YORK INSTITUTE FOR THE EDUCATION OF THE BLIND
Deaf Blind Program
999 Pelham Parkway
Bronx, New York, 10469

PROGRAM FOR THE DEAF MENTAL PATIENTS
St. Elizabeths Hospital
Washington, D. C., 20032

RECREATION CENTER FOR THE HANDICAPPED, INC.
207 Skyline Boulevard
San Francisco, California, 94132

Periodicals

The following periodicals regularly contain articles pertaining to multiple handicapping conditions. While not all periodicals listed deal directly with physical education and recreation, articles on related subjects, such as motor development and daily living skills, are certainly relevant.

ACCENT ON LIVING
Raymond C. Cheever
P. O. Box 700
Gillum Road, and High Drive
Bloomington, Illinois, 61701

AMERICAN ANNALS OF THE DEAF
5034 Wisconsin Avenue, N. W.
Washington, D. C., 20016

CHILDREN OF THE SILENT NIGHT
Campbell Associates
Academy Avenue
Saxtons River, Vermont, 05154

EXCEPTIONAL CHILDREN
Council for Exceptional Children
1920 Association Drive
Reston, Virginia, 22091

INTER-CLINIC INFORMATION BULLETIN
Prosthetics and Orthotics
New York University Post-Graduate Medical School
317 East 34th Street
New York, New York, 10016

IRUC BRIEFINGS
American Alliance for Health, Physical Education and Recreation
Information and Research Utilization Center
1201 16th Street, N. W.
Washington, D. C., 20036

JOURNAL OF PHYSICAL EDUCATION AND RECREATION
(formerly Journal of Health, Physical Education and Recreation)
American Alliance for Health, Physical Education and Recreation
1201 16th Street, N. W.
Washington, D. C., 20036

JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS
(formerly New Outlook for the Blind)
American Foundation for the Blind
15 West 16th Street
New York, New York, 10011

NAT-CENT NEWS
Helen Keller National Center for Deaf-Blind Youths and Adults
111 Middle Neck Road
Sands Point, New York, 11050

THE POINTER
Heldref Publications
4000 Albemarle Street, N. W.
Washington, D. C., 20016

REHABILITATION LITERATURE
National Easter Seal Society for Crippled Children and Adults
2023 West Ogden Avenue
Chicago, Illinois, 60612

SPORTS 'n SPOKES
Cliff Crase
6043 North Ninth Avenue
Phoenix, Arizona, 85013

THERAPEUTIC RECREATION JOURNAL
National Therapeutic Recreation Society
1601 North Kent Street
Arlington, Virginia, 22209